

Continuous Provision Feedback Report

Observer's name and signature:

Teacher's name and signature:

Date/Time:

Subject:

Year Group:

Context of the lesson:

Criteria	Area for Development	Effective	Ambassadorial	Evidence
Progressive				
High Expectations	<ul style="list-style-type: none"> Adults' expectations are too low; as a result, pupils' play behaviours are inappropriate for their age, the space and/or context. 	<ul style="list-style-type: none"> Adults are clear in their expectations of pupils' play behaviours; as a result, pupils are engaged for extended periods and play is focussed and appropriate for the pupils' age, the space and context. 	<ul style="list-style-type: none"> Adults' high expectations are implicit and seen in the exceptional levels of focus, pupil's ability to think deeply and critically and independent learning that children demonstrate in their play 	
Continuation of learning in the provision	<ul style="list-style-type: none"> Play is used as a 'holder' activity and does not consolidate previous or provoke new learning Continuous provision provides play opportunities that are not age appropriate. 	<ul style="list-style-type: none"> Continuous provision provides opportunities to rehearse and consolidate age appropriate learning and presents implicit opportunities for age appropriate challenge Enhancements extend the provision and are used to address key curriculum skills, or a topic/theme linked to the year group/KS. Adults intervene effectively (i.e. joining play, commenting, questioning) to model language, extend and consolidate pupils' learning within the provision. 	<ul style="list-style-type: none"> Adults expertly intervene (i.e. joining play, modelling ambitious language commenting, questioning) when appropriate to further pupils' learning within the provision; they assess when it is appropriate to intervene by observing children for a short period to establish their engagement levels and reasons for this. Enhancements gainfully extend the provision because they are honed to address pupils' interests, individual next steps/needs (i.e. specific knowledge or skills such as cutting), or for explicit challenge. 	
Progression in 'Common Play Behaviours'	<ul style="list-style-type: none"> Resources for learning do not provide effective support and/or challenge for pupils' common play behaviours. 	<ul style="list-style-type: none"> Resources for learning effectively support and challenge pupils' common play behaviours 	<ul style="list-style-type: none"> Resources for learning support and challenge play and these develop over time based on gaps and strength analysis; staff reflect on these at least termly to ensure that children can access differentiated, age appropriate provision. 	
Creative				
Open-ended provision	<ul style="list-style-type: none"> Resources limit pupils' play by being too 'rigid'; staff expect set outcomes from provision areas and as a result, pupils' engagement is habitually low or moderate. 	<ul style="list-style-type: none"> Resources are open-ended and neutral to engage and facilitate age appropriate learning opportunities for all children (i.e. they enable children to achieve age-related objectives/skills). Provision empowers the process of learning, meaning this is as significant as pupils' physical outcomes. The environment is 'fluid'; children are familiar with the layout which provides opportunities for children to transfer resources to support their age appropriate play elsewhere. 	<ul style="list-style-type: none"> The fluidity of the environment means pupils habitually and purposefully select resources to enable them to make critical and creative links in in meaningful contexts. Pupils' communicate high quality, original thoughts which may have arisen from modelling but are clearly built on creatively as a result of opportunities within the provision. 	
Opportunities for curriculum connections	<ul style="list-style-type: none"> Resources to support independent reading, writing and/or mathematical development are not accessible across the provision. 	<ul style="list-style-type: none"> Literature is used in authentic ways so that children see the value of literacy (i.e. books about recipes in malleable area, books about bridges in construction area etc.) Mathematical equipment is interwoven into realistic contexts to enable children to recognise how it is used in the 'real world' (i.e. measuring equipment in the construction, scaled jugs in the water). Writing tools provide meaningful opportunities for children to make the most of different contexts for writing across the provision. 	<ul style="list-style-type: none"> Children habitually use mathematical equipment, literature and writing tools to extend their learning within the provision. Adults expertly extend pupils' learning by encouraging them to make links and by modelling strategies using fitting resources from across the provision when it is beneficial for them to do so, in meaningful contexts 	
Creative and critical thinking	<ul style="list-style-type: none"> Resources (particularly role play and small world) are overly themed; this results in pre-determined play and/or low levels of engagement so pupils are not required to think deeply 	<ul style="list-style-type: none"> Children have access to open ended role play and small world resources (i.e. deconstructed role play items [e.g. logs, crates, boxes, tubes, plants, reels, fabric, clips, pegs], wide selection of small world characters, dressing up clothes. Adults provide enhancements to role play and small world which 'dress for pupils' interests' and effectively rehearse and extend age appropriate skills and knowledge. As a result, children engage in a range of processes and extend their skills or acquire new knowledge (e.g. language, empathy, planning, negotiation, problem solving, abstract thinking implicit and explicit rules of play). 	<ul style="list-style-type: none"> Adults extend and challenge pupils' skills and knowledge (e.g. language, empathy, planning, negotiation, problem solving, abstract thinking implicit and explicit rules of play thinking and language) through skilful intervention and sustained shared thinking. Children demonstrate high levels of creative and critical thinking i.e. structuring their own next steps in learning by engaging in self-talk, leading their own learning and that of others, organising others in purposeful learning. 	

Engagement and persistence (Leuven scales levels of involvement)	Mark the average level of engagement on the scale: <hr/> <p> Extremely low: The children seem absent-minded and display a lack of energy. They may go around staring aimlessly or looking around to see what others are doing. Their actions may seem passive and repetitive. </p> <p> Low: Children are easily distracted. They might focus on a task while they are being observed, then lapse into phases of absent-mindedness – looking blankly at what is happening around them. </p> <p> Moderate: Children may seem involved in an activity but at a routine level. They might look like they are making progress with what they are doing but rarely show much energy or concentration. </p> <p> High: Children are not easily distracted and seem entirely engrossed in what they are doing. </p> <p> Extremely high: Children reveal continuous and intense activity indicating the complete involvement. They are focused, creative, lively and persistent throughout nearly the entire period of observation. </p>					
Reflective						
Adaptation of Provision	<ul style="list-style-type: none"> The environment is not adapted by adults to reflect the changing needs of the children. 	<ul style="list-style-type: none"> Adults are responsive to the changing needs of children and shape the environment to respond to ongoing assessments (i.e. through observations, journals, focus groups, sustained shared thinking). 	<ul style="list-style-type: none"> Termly gaps and strengths analyses and ongoing assessment (i.e. through observations, journals, focus groups, sustained shared thinking) contribute productively to staffs' adaptation of provision; as a result, opportunities for children to achieve next steps in learning are provided in the environment. 			
Records of Learning	<ul style="list-style-type: none"> FS - Unnecessary observations do not demonstrate new learning. Learning Journeys show repetitive or inconsistent records of pupils' progress. KS1 – pupils use their independent journals unreliably 	<ul style="list-style-type: none"> FS - Adults document moments where children demonstrate a new skill for the first time. KS1 – pupils use their independent journals consistently and productively to record their own unique progress and learning. 	<ul style="list-style-type: none"> FS - Adults use learning journeys productively to record pupils' unique progress and learning; these clearly document observations, the teaching moments and learning outcomes. KS1 – pupils use their independent journals creatively to record their own unique progress and learning; these include metacognitive comments about what they have learned. 			
Communicative						
Pupils' Behaviour (Leuven scales levels of wellbeing)	Mark the average level of engagement on the scale: <hr/> <p> Extremely low: Children show clear signs of distress such as crying or screaming. They may seem withdrawn, frightened or aloof, and may behave aggressively, hurting themselves or others around them. </p> <p> Low: Children seem uneasy and display a slumped posture. However, the discomfort is not evident all the time. </p> <p> Moderate: Children have neutral expressions and demeanour. Their posture and expression neither show signs of sadness, pleasure, comfort or discomfort. </p> <p> High: Children look happy, cheerful and satisfied but these signals are not always present with the same intensity. </p> <p> Extremely high: Children are lively, cheerful, confident and show no signs of stress or tension. Their actions are spontaneous and expressive. They may talk to themselves, hum, sing and look entirely at ease with themselves. </p>					
Adult – Child Interactions	<ul style="list-style-type: none"> Adults do not interact with children so that new or ambitious vocabulary and complex sentence structures are modelled Adults routinely call children away from play when teaching within the provision is more likely to enable pupils to remember learning because it is meaningful. 	<ul style="list-style-type: none"> Adults move to the children at their level to interact with them. Adults are aware of all pupils' next steps in learning; when it is appropriate, they interact with pupils in their pursuits and look for teachable moments. As a result, they intervene effectively (i.e. joining play, commenting, questioning) and successfully further pupils' learning within the provision. 	<ul style="list-style-type: none"> Adults are genuinely interested open, relaxed and smiling when interacting with the children. Adults prioritise their interactions by scanning the provision in order to decide where they are most needed or could be of the most benefit. Adults expertly intervene (i.e. joining play, commenting, questioning) when appropriate to rapidly further pupils' learning within the provision; they assess when it is appropriate to intervene by observing children for a short period to establish their engagement levels and reasons for this. 			
Language rich environment	<ul style="list-style-type: none"> Text is displayed in ways which are not meaningful and does not scaffold or celebrate learning (i.e. laminated posters which act as wallpaper) Literature is used in inauthentic ways 	<ul style="list-style-type: none"> Text is displayed in meaningful ways around the provision (e.g. through signs, labels, questions, working walls, literature, questions, visual TT, story baskets, language structures etc.); Where appropriate, this is modified regularly to ensure pupils' continued interest and engagement. Literature is used in authentic ways so children see the value of literacy (i.e. books about recipes in malleable area, books about bridges in construction area etc.) 	<ul style="list-style-type: none"> Text in the environment directly influences learning (i.e. HF words displayed are used by pupils independently, children use signs and labels to support their learning, pupils access the learning environment to write independently so that it is evident of the way it has been supportive). 			
Shared sustained thinking	<ul style="list-style-type: none"> Examples of sustained shared thinking are not apparent in the provision, as a result children's learning is limited. 	<ul style="list-style-type: none"> Children work together in intellectual ways; both parties contribute to the thinking which over time, develops and extends learning. 	<ul style="list-style-type: none"> Adults engage in sustained shared thinking with children and scaffold learning (i.e. to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc) This impacts positively on pupils' learning and facilitates changes to long term memory (i.e. changes in pupils' learning behaviours, skills or knowledge can be seen in future observations). 			

Underpinning Pedagogy				
Intent	<ul style="list-style-type: none"> Staff lack clarity in their understanding of play based learning and continuous provision; the impact of CPD is limited. The long term curriculum is ambiguous and/or lacks coherence. Assessments have not been used well to inform this. As a result, resources in provision are not age-appropriate. 	<ul style="list-style-type: none"> Staff understand and value the benefits of play based learning; as a result they take an active role in developing their pedagogy through CPD. The long term curriculum is coherently planned and sequenced; it builds on baseline/previous assessments of pupils' knowledge and skills and sets out pupils' learning flightpaths. Resources in provision areas are carefully selected and planned for; these enable pupils to meet age-related learning objectives. 	<ul style="list-style-type: none"> Staff demonstrate thorough understanding and highly value play based learning; this is apparent through a shared culture of ambition and continual improvement The long term curriculum and provision provide no limits or barriers to the children's achievements. 	<ul style="list-style-type: none">
Implementation	<ul style="list-style-type: none"> Weekly planning lacks precision and/or coherence Assessments lack specificity or are under-utilised in planning for next steps. As a result, staff in the setting lack clarity on pupils' next steps and how they can support this through their interactions and/or in the provision. 	<ul style="list-style-type: none"> Weekly planning is precise and shared with all staff in the setting: it details ongoing assessments and pupils' next steps with corresponding purposeful learning opportunities (both adult led/independent through provision). Planning provides clear guidance for all staff to support their interactions with pupils; staff use this guidance well. Planning is well executed by all staff. As a result, provision is well utilised by pupils and adults intervene effectively to enable pupils' to take their next steps in learning. 	<ul style="list-style-type: none"> All staff are involved in producing weekly planning through exacting discussions focussing on children's progress and next steps. As a result, shared planning is characterised by meticulous assessments which inform well-considered learning opportunities. All adults intervene expertly to guide and empower pupils' to move their own learning forward. 	<ul style="list-style-type: none">
Impact	<ul style="list-style-type: none"> Assessment records lacks clarity and/or breadth Assessments do not show demonstrable impact of continuous provision 	<ul style="list-style-type: none"> Adults triangulate information from a range of sources to inform their ongoing assessments (e.g. observations, interactions, pupils' independent outcomes). Assessments are recorded efficiently and show demonstrable impact of continuous provision is evident. 	<ul style="list-style-type: none"> Well evidenced assessments demonstrate accelerated progress as a result of continuous provision. 	<ul style="list-style-type: none">

Overall strengths:	Areas for further development:
Targets:	Date to be achieved and re-checked: